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学海洋洋 谁坎操钥

——词典标记视阈下英文学习词典研究

Caught in the Penelope's web of words:
Negotiating (meta)lexicographic markedness in English
learner's dictionaries

杜 开 怀

指导教师姓名: 吴建平 教授

专 业 名 称: 英语语言文学

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Abstract

Dictionaries are to the avid disciple what a compass is to a ship at sea. Lexicographic *magna opera* mushroomed along with dictionary genealogical development. Featured with information and a structure that was sprawling and inaccessible, lexicographic gigantism becomes a birth defect. Lexicographers, in turn, complain that all their efforts in the ‘harmless drudgery’ of dictionary compilation go unrewarded and are reduced, as it were, to ‘meaningless drudgery’. Whence is the passport to better lexicographic communication?

From the second half of the last century to the dawning of the current one, many an adjacent linguistic discipline advances into the realm of pedagogical (meta)lexicography. For one thing, the productive explorations hitherto contribute substantially to the overall improvement in the quality of learner’s dictionaries; for another, these theoretical breakthroughs are lexicographically (in)validated.

Still, the fruitions and improvements in pedagogical (meta)lexicography are far from conclusive, comprehensive and systematic under close scrutiny. Lexicographic circles bemoan the dearth of holistic and integral approaches. Drawing on the work of cognitive linguistics (CL), language acquisition (LA) and metalexicography, this dissertation explores the interpretative and integrative potential of the Markedness Theory (MT) as a commitment to perfecting English pedagogical (meta)lexicography, or rather, to the communicative interface between lexicographic representation and reception. Hopefully, the refined model will enhance the effectiveness and efficiency of learner’s dictionary making and use, primarily by revealing what elements must be improved. It is also hoped that this endeavor will be an enrichment to the theoretical construction of pedagogical (meta)lexicography, with an appeal for rethinking some ontological and methodological strategies.

Following a qualitative-plus-quantitative approach, the integrative model draws mainly on the postulates in CL, (meta)lexicography, MT and LA, and aspires to

undertake innovation through a series of proposals. 1) Dictionary nature: exploiting the justifiable elements of previous discourse which views the use of dictionary as reference (tool), text (construal), communication and cognition, the present writer argues that a dictionary remains a *communicative tool* with *textual accessibility* and *cognition-friendliness*, and that this fresh outlook should be applied as a guide to overall lexicographic communication; 2) enriched framework for (pedagogical) lexicographic communication: drawing on the Communicative Model, this dissertation establishes and elaborates on a contextualized framework that accommodates communicative protagonists, constraints and dynamics; 3) developed MT: The current study bases on the proverbial linguistic motivation and markedness observed and theorized by promethean and yet polemical scholars. As a pilot investigation, this research sports simplified judging criteria with newly-established taxonomies. The notion of markedness is then grafted onto (meta)lexicography and lends itself to the formulation of the *Lexicographic Markedness Hypothesis* (LMH) so as to advance the interpretative reach of the canonical MT, and on the other, contribute to dictionary research and making; 4) China dream: the LMH throws light on English (meta)lexicography in China, justifying the notion that with independent compilation (meta)lexicographic professionals as fellow learners are entitled to competitive advantages over Anglo-American lexicographers in tackling the information deficit of the user in communication, and are therefore very likely to outperform their foreign peers in this specific branch of English pedagogical (meta)lexicography.

The dissertation proper is bookended by the introductory Chapter I and the summary Chapter VI. Of the remaining chapters, Chapters II and III review successively the relevant literature around the arguments and counterarguments over the motivation of linguistic signs, the historical evolution of MT, the perceptions and conceptions of dictionary nature, and the diachronic development of English pedagogical (meta)lexicography. These two chapters also provide theoretical constructs in the dialectics between linguistic arbitrariness and motivation, the typologies of linguistic motivation, and the classification and evaluation of linguistic

markedness; with the specific aim of presenting serviceable underpinnings for the launch of the LMH, new aspects are included in Chapter III as follows: the integration for a fresh approach to the nature of dictionaries, the recapitulating of the defining notions and design features of learner's dictionaries, the prospective account of pedagogical (meta)lexicography as well as the discussion of contextual essentials for lexicographic communication. Chapter IV revolves around the critical concept of the principle-plus-parameter LMH, ranging from its origin and originality to its tentative application to lexicographic communication and English pedagogical (meta)lexicography. To illustrate the interpretative and critical soundness of the LMH, Chapter V undertakes to conduct a survey of the LMs appearing in and treated by major English learner's dictionaries, suggesting that the treatment of LMs constitutes a quintessence of pedagogical (meta)lexicography. While doing justice to the LMH, however, the survey is marred with inexhaustiveness which invites negotiation as suggested in the ending chapter.

Logically, the global flow of this dissertation goes as follows: the dialectics between linguistic arbitrariness and motivation presupposes and rationalizes linguistic markedness, which implies (meta)lexicographic treatment. With this established, the LMH argues that the approach may serve to bridge the gap between the increasingly 'sophisticated' dictionary and the constantly captive user.

Key words: English learner's dictionaries; LMH; cognition; acquisition; representational optimization

摘要

龙文遇迷津，词典示鞭影。然自发轫以降，辞书巨制，数量日增，卷帙渐繁，信息巨制，随之浩如烟海，其中尤以英文学习词典为甚，以致用户不时望“典”兴叹，编者亦感徒劳“苦力”，明珠暗投。然则于编用双方（抑或编、教、学三方），词典交际诀窍何在，圭臬可有？

上世纪下半叶至本世纪初，语言学分支或相邻学科，竞相于学习词典学域内攻城略地。学习词典因而改良颇多，质量日臻完善，语言学亦得以增加检验阐释力之途径。故而语言学与词典学良性互动，相得益彰。为力求免除舔人余唾之虞，不致于故纸堆中拾人牙慧，徒劳知行，拙文拟将认知语言学、语言习得及词典学之相关学理，援为邻光，整合创新解释模型。是故，取语言标记现象为纲，以英文学习词典为目，探索其表征与接受界面之得失，唯冀於提高词典编纂效率，优化词典使用效果有所裨益，亦期以一己瘠茫学殖为学习词典学方兴未艾之理论建构，略尽绵薄之力。

拙文凡六章。

起始简述问题缘起、研究思路及行文框架并厘清、界定主要相关概念；继而回顾、梳理并简评认知词典学、标记理论及二语习得等方面之相关论述。认知词典学，或曰词典之认知研究，近年已成新兴显学，学界耆宿新秀，论说频出，蔚为壮观。业界亦多有呼应，编纂理念、手段亦随之推陈出新。标记理论起源于布拉格学派鼻祖之特鲁别茨柯依及雅可布森，此后经典标记理论历经修正、扩容，整合趋势初露端倪，解释力因而日渐增强。全球化浪潮中，跨语言及跨文化交际活动为异族英语学习热潮推波助澜，学习者人数节节攀升。市场爆炸催生了巨大的理论需求，教学法及二语习得理论渐次登场，研究范式梯次嬗变，实证研究相辅相成。

概论之后着墨于索绪尔之语言任意性学说及布拉格学派之标记理论。索氏之任意性学说在其身后曾备受推崇，近年则褒贬不一。任意性与理据性之争，笔者无从、亦无意置喙，遑论裁断，但推崇以辩证观视（适）之，继而尝试登堂入室，对语言理据分类辨析，以资为后续标记理论略事铺陈。‘标记语言’学

人向有侧目，然多立足修辞学或社会（语言）学之视角，虽时有弋获，终难免以边缘化、碎片化之语文学形态存在，鲜有专攻术业系统建树，久之渐呈语文学凹地之颓势。布拉格学派首次以“标记”概念统领语言非对称现象，初始音位，继而形态，衡量尺度经由激进之单一参数模式而至温和之多维考量模式，由‘质异’之两极对立而至‘量差’之级阶有别，引方家共鸣，令同侪叹服。更有将其运用至语用层面，进而丰富评判标准体系。前辈先贤筚路蓝缕焚膏继晷，穷经皓首泽被后学。不才击节叫好之余，不揣浅陋，斗胆另行归纳、提炼语言标记之判断准绳及属性特征，以为下文“词典标记”理念之奠基。

以辨词典本质开篇，第三章承前启后，起于其正朔之工具论，继而将范式递嬗之语篇论、交际论及认知论一一牖陈，以期整合优化本质综观：词典实为（或当为）一种具有语篇及认知友好型特征的交际性工具。自本体论，行文转向具体作品之历时瞰望与共时管窥，旨在究英文学习词典之滥觞，索其典型特征，析其核心元素，罗列类型格局，展望发展趋势，兼及突出中国英文学习词典之境况及电子学习词典之新象。学习词典脱胎于普通语文词典，甫一面世即尤其关注用户需求，直至祭起“用户友好”之大纛。藉由语境之视角，本章终于学习词典交际框架之搭建，简析、概述所涉主客体、掣肘因素及动态机制，探讨通过“用户友好”优化交际之道，兼而为提出“词典标记假说”预设伏笔。

理论整合终极目标在于创新，笔者尝试提出“词典标记假说”，并于归纳之后演绎验诸学习词典之编用交际。首先阐明“词典标记假说”之合理性、定义及动机，继而回顾综述以往英文学习词典编纂之词典标记处理，简析“规定主义”与“描写主义”范式之影响，论述语言习得、认知及词典交际视角下之词典标记，勾勒词典交际之互文特征及主体间性，乃至将“词典标记假说”纳入英文学习词典交际之语境，总结切中肯綮之交际指导原则，并列举词典标记于学习词典之大致分布和表现，寻找理论与实践之对接界面。

第五章着眼现有词典产品之实证考察：以词典类型为经，词典标记为纬，爬梳剔抉，探讨“词典标记假说”于学习词典交际之适用性。揆诸坊间主流英文（高阶、专门）学习词典，探骊得珠：词典编纂之“难词”传统非但远未式微，反而假词典标记之身而获传承与创新。然则，用户囿于检索陋习，每每得鱼忘筌或买椟还珠，参考收益欠佳，甚至“入宝山而空回”。不可否认，词典语

篇宏构叠床架屋、文本体例各行其是亦为编者之致命短板，与“用户友好”之初衷大异其趣，而改善之道或付之阙如，或南辕北辙，效果不彰。诚然，苛求一方不足为训，更无法“毕其功于一役”，但如何打破窠臼以简驭繁，使目的、手段与结果不致互相抵牾，“词典标记假说”可资借鉴：契合个体处理与整体把握，有望知微见著，求得较具动态操作性之词典质量观与认知效果观。

瓦器微鸣，以待黄钟。文末总结一家之言，综述其发现、贡献及局限，建言方家来者深耕之道。

关键词：英文学习词典；词典标记假说；认知；习得；表征优化

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